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Maureen Herold
Western Washington University

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KLIPSUN

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Klipsun

Western Washington State College

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March 1971

Volume One

Number Two

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STAFF:

Editor · Maureen Herold
Photo Technician · Loren Bliss
Staff Advisor · R. E. Stannard Jr.
Composition · Pioneer Printing
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Reporters and Production Assistants · Phyllis Atkinson, Robert Crandall, Pam Hicks, Lane Hoback, Steve Johnston, Arlene Jones, Richard Kenyon, Susan Lions, Ron Graham, Sandy Jennings, Mike Potochnik, Frankie Tupling

CREDITS:

Galen Biery: pages 10-16
Loren Bliss: Cover, Inside Cover, pages 1, 3, 4, 6, 8, 37, 17-28
Ron Graham: page 47
Rod del Pozo: pages 43-46, 48
David Wolf: pages 29-34
Dave Sherman: page 38
Bill Todd: pages 8, 39-42
Film photos courtesy of the Mount Baker Theater.



A.S.A.C.

Most people at Western don't even know what it is. But for someone with plenty of spare time, a study of A.S.A.C. can be very rewarding. Assuming, of course, he has plenty of spare time.

A.S.A.C. stands for Associated Student Affairs Commission. It consists of the Dean of Students, college and Associated Students business managers, and representatives of students, faculty and legislature. That's what it is. What it does is a little harder to answer: nobody seems to know.

A.S.A.C. was formed last year after students came to the administration with a list of complaints. The major problem was the fact that the Viking Union Director, who was supposedly a student advisor, was hired by, fired by and responsible to the administration. It was felt that it was "hypocritical as well as being antagonistic to good functioning to have supposedly student advisory personnel that had no responsibility to students," according to Bert Halprin, A.S. legislator and member of A.S.A.C.

Another complaint was that, since budgeting was handled by the administration, funding was on a year-to-year basis. This meant that long range planning was impossible.

So, administration and students got together and came up with the A.S.A.C. proposal, which gives A.S.A.C. authority in the following areas:

- final review and approval of A.S. affairs budget,
- arbitration of disputes within the A.S. structure,
- recommendation to the president on employment of the V.U. director,
- recommendation to the V.U. director on selection of program staff.

It now seemed that the whole problem was cleared up and everyone was happy. Not so.

"It's clear from the problems that showed up from the first meeting," says one member, "that it was not questioned before it was voted in." The proposal that was voted on is obviously a first draft. Many important points are not covered, such as tenure of members (this subject is not mentioned at all), whether the publications area is the responsibility of A.S.A.C. (the area of publications is mentioned on the very last page of the proposal, as an afterthought,) and whether A.S.A.C. is responsible in any other areas of student government at all, or how it fits into the total government of the entire college.



With all these problems, then, it's not surprising that many people have applied their talents (and their pens) to the solution of the problem. Among the attempts to define the problems and propose a solution is a document entitled "Problems With the Current A.S.A.C." written by two members, Carol Kuhnle and Barb Smith. They list the problems mentioned above, and then propose the following solution:

- "1. That there be a membership consisting of 50% students and 50% faculty and/or administration.
2. That there be one A.S. legislator on each committee (of A.S.A.C.).
3. That there be one executive appointee on each committee (in cases where a commissioner exists, it would be wise to have that commissioner serve on the appropriate committee, e.g. Student Housing Commissioner might be appointed to Student Housing Committee.).

4. That the purpose of having these particular students serve on committees be one of providing adequate feedback to all areas of community government."

But there is still more.

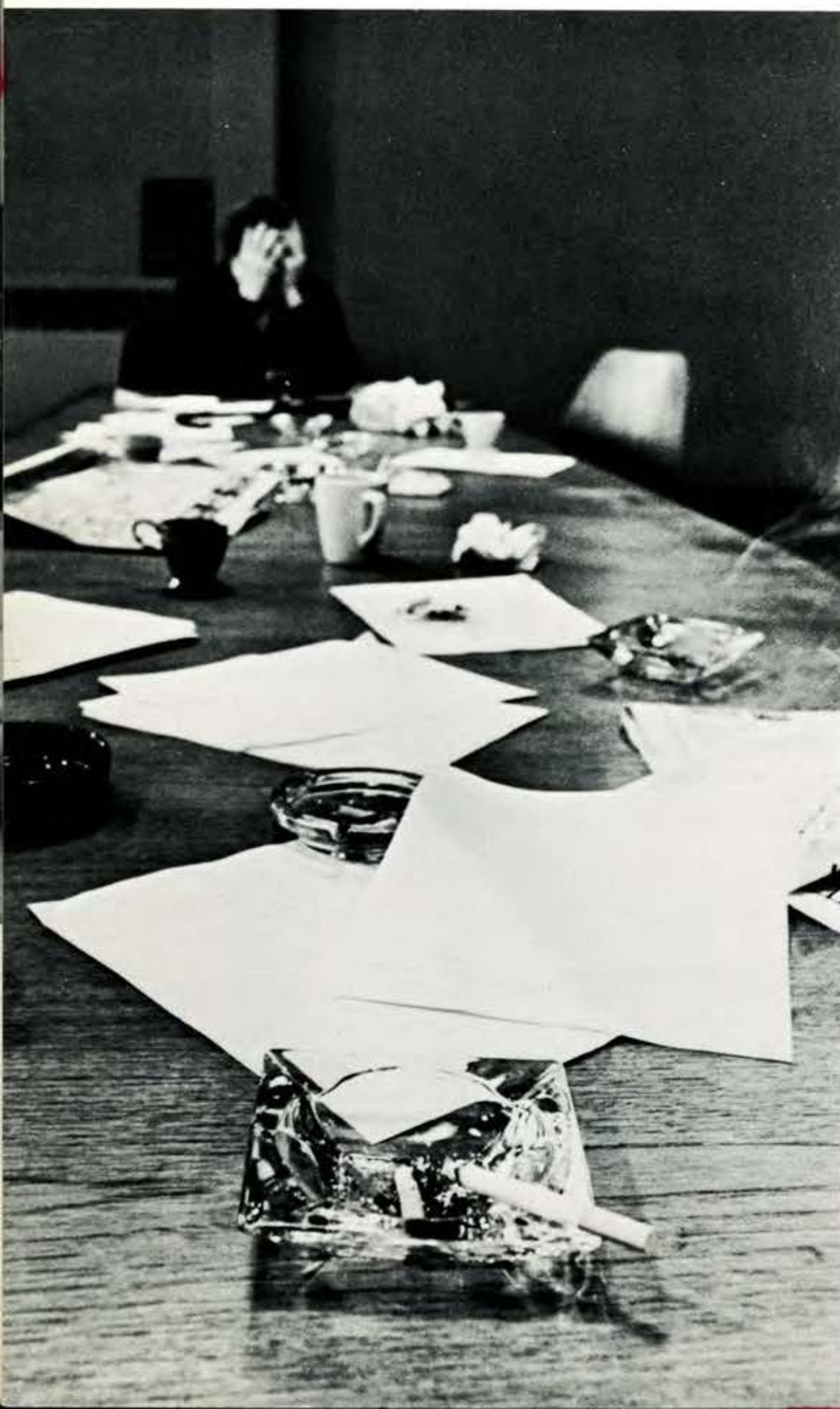
Another proposal which has found its way to paper is the proposal for the creation of C.O.S.S., or Council of Student Services (for what it's worth, it used to be B.O.S.S. or Board of Student Services). Under this proposal:

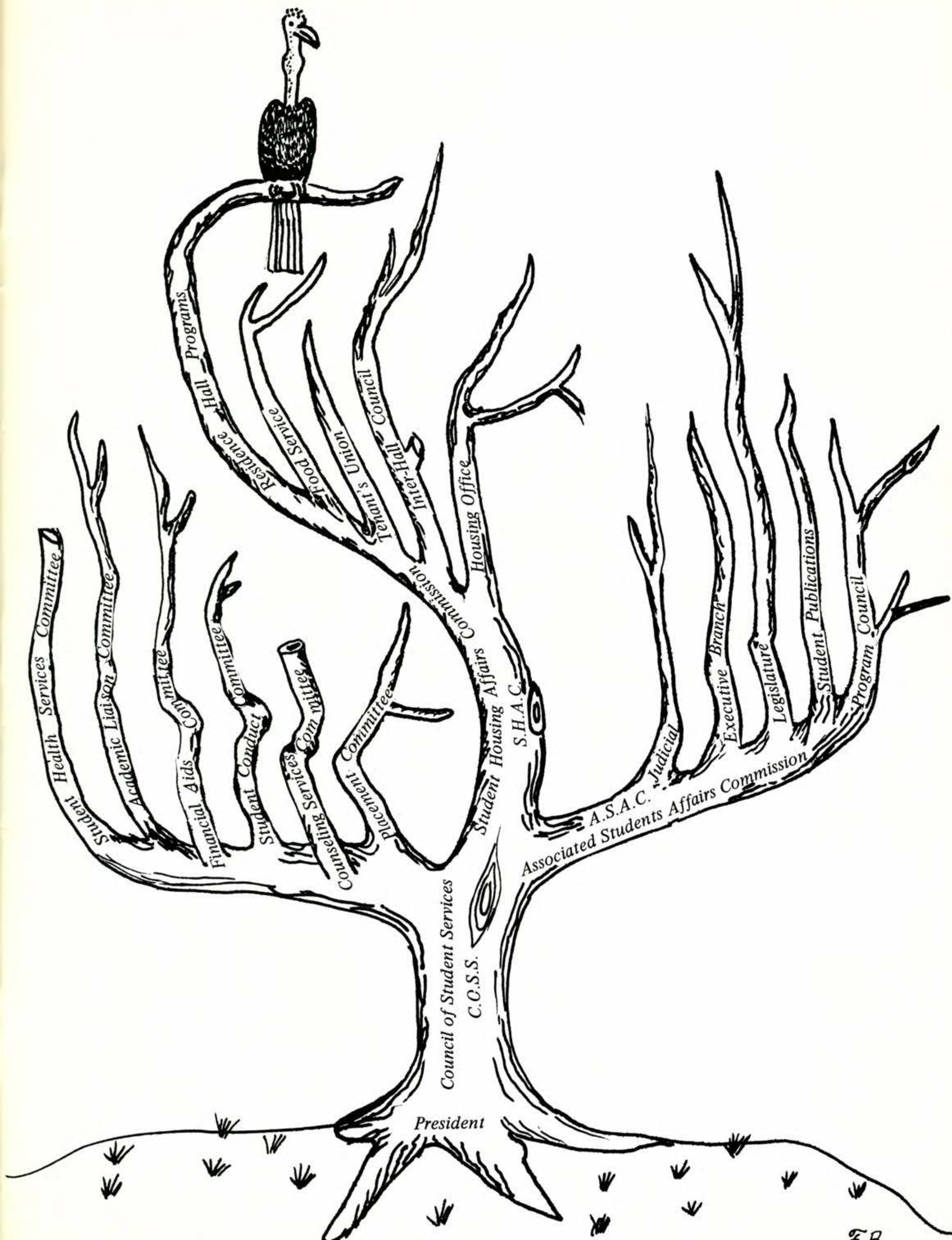
- The top man would be the president of the college.
- Under him would be the C.O.S.S., with representatives including the dean of students, the A.S. president, the speaker of the A.S. legislature, the college business manager, the Interhall Council president, members of the legislature, faculty, students and the student personnel staff.
- Under C.O.S.S., several of the former committees (i.e. student conduct, placement, health services, financial aids, etc.) would remain.
- However, A.S.A.C. and a new committee, S.H.A.C. (for Student Housing Affairs Commission, of course) would also be on this level, with responsibilities over the areas listed below.
- A.S.A.C., whose members would be the A.S. president, the associate dean of students, the director of the V.U., and members of the legislature, students, and faculty, would have responsibility over the legislature, the executive branch of A.S., the program council, student publications, and the judicial branch.
- S.H.A.C., with a membership consisting of the director of housing, the president of Interhall Council, the A.S. housing commissioner, the director of residence hall programs, the president of O.C.I.C., the director of food services, the associate dean of students, members of I.H.C., the faculty, and A.S. legislature, would have jurisdiction over food service, housing, residence hall programs, tenant's union, and I.H.C.

So it's all very simple.

And it seems that everyone involved has his own pet solution to the problem which he/she is very willing to expound upon if given half a chance. Perhaps nothing short of a good coin flipper can save A.S.A.C. from continuing to blunder along its obscure way.

by Rick Ries







Early Winter Quarter, we of the KLIPSUN Staff were sitting around contemplating the degradation of humanity, when we began to notice a frightening and ominous silence in the media. For the past 8 months, there was not one major demonstration, march, sit-in, paint-on, or other indication of a desire to stop the War. And not finding the reason for this ourselves, we sent out letters to several people on campus, asking for their views on the silence. Has the student body and citizenry in general finally accepted the Vietnam (et al) War as an American tradition as indispensable as Mother and the Flag? Or has the Peace Movement only moved into the cellars and sewers to regain strength for a mass offensive in the Spring?

A lot has happened since we asked these questions, but the answers are still very relevant. These three replies are especially important in their range of attitudes and directions.

It would be pretentious and dishonest to pretend that I had "the answer" to what happened to the peace movement. There are two comments which express my feelings on this:

First, there never was a mass peace movement, at least not if by that we mean the large numbers of persons mobilized last spring. The Women's Strike for Peace has little in common with the Weathermen and the fact that both were so upset by Nixon's invasion of Cambodia as to take action does not make them part of a movement. People have responded to issues, like the invasion, and a response is not a movement.

Second, I feel that, once again, large numbers of people will take action this spring, centering on May 1, around the Peace Treaty with the People of North and South Vietnam. The tone of these actions will be decided by what goes on between now and then. The invasion of Laos, perhaps now in progress, will quite possibly mean violence this spring. But whatever happens will be a result of people, as individuals, deciding to act, not a result of a conscious movement.

*Albert Halprin
A.S. Legislator*

I think the peace movement, now, in the late winter of 1971, is reflecting and gaining momentum. Most of the enormous attention that has been devoted in the national press and in Congress to the "conspirators" of the radical left was always, of course, a propaganda device to try to diffuse the growth of peace and anti-government sentiment, and to prevent people of conscience who were not "radical" from getting active.

Since the Cambodian invasion, several crucial matters have become clear to a large segment of the population, mostly, but not entirely, under thirty:

1. The war in Asia will go on, and "defense" expenditures will be held at the current level indefinitely, even though most of the troops may be brought home — unless political action is taken to change priorities. Even as I write this, a new invasion of Laos is being launched.
2. Meaningful action against pollution of all kinds will be delayed as long as possible by the polluters (whether they are industries or the general citizenry).
3. The military-industrial complex will push on regardless of priorities for peace, elimination of poverty, rebuilding of cities, cleaning up of air, water, and earth.

These three points, together with the frustration with an imaginationless, reactionary regime like Richard Nixon's is inevitably creating, should produce an expanded peace movement with a new kind of political orientation. No longer will the movement be as concerned with demonstrations and petitions. Instead, this constituency will move more directly to acquire political power.

This will be done by organizing in neighborhoods around the 1972 election. Television campaigning has created enough alienation that the neighbor knocking on the door is again a potent political force. The elections of local officials, senators and congressmen, governors and even a

PEACE IS DEAD.

president are at stake. The "Peace" movement must (and will) drive for more than peace in Asia. It must strive for a rational peace here at home by bringing the public weal forward to the political process, legislative and bureaucratic, as well as electoral.

It seems to me this is the real revolution: the re-institution of democracy in America through the insistent pressure of those who will not be denied the use of it, who will demand their rights under the Constitution and then exercise them. It is a long and difficult road. It is not dramatic. Countervailing forces, lying chiefly in the alliance between the Federal government and the giant industries which it subsidizes, are, needless to say, very potent and destructive.

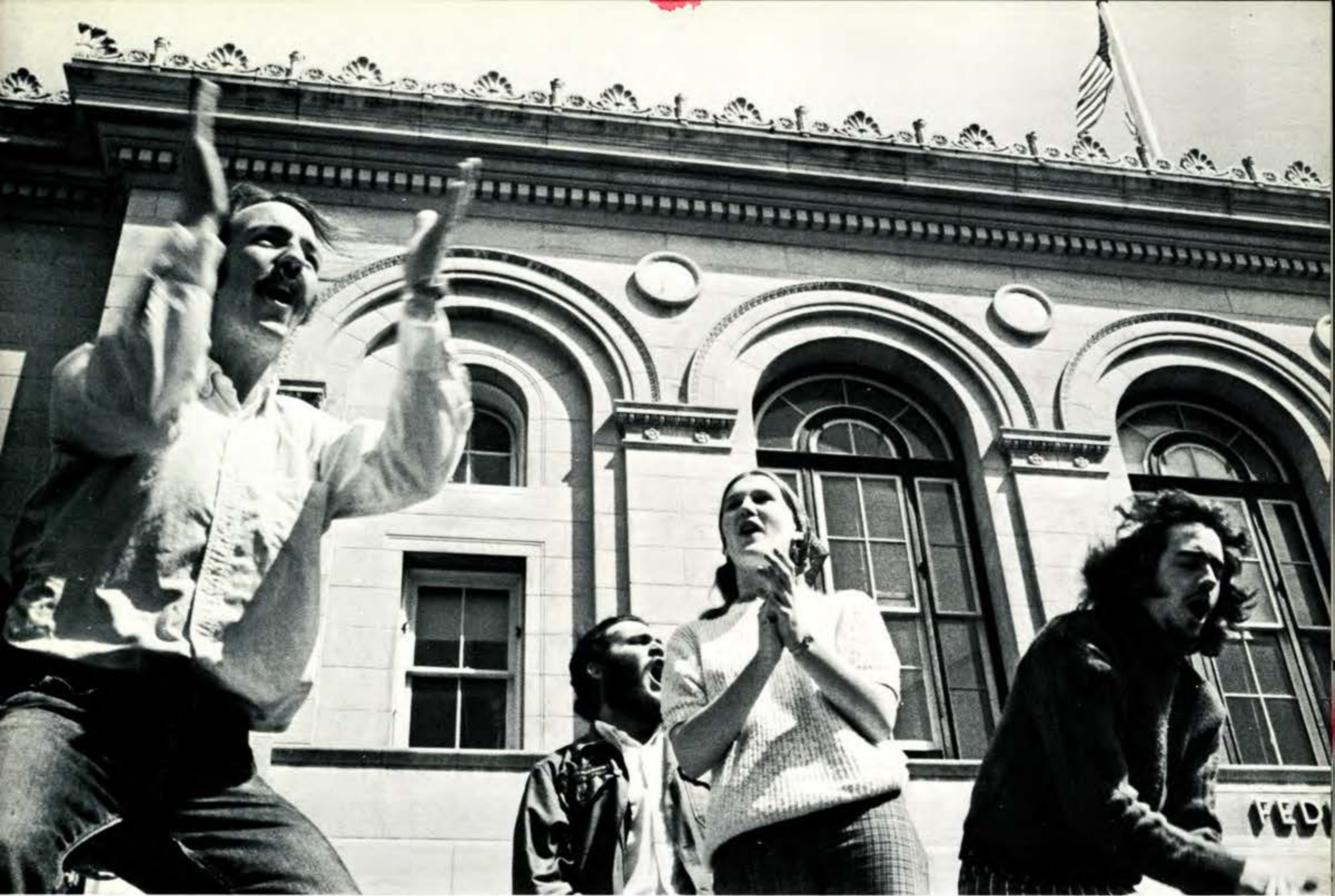
But the peace movement is not underground. It is merely beginning what *Time* and *Newsweek* will not notice or help to publicize: the organization which will mobilize votes in '72, and make possible the institution of democratic control over those matters which effect our lives. It is quite an adventure, for if it succeeds, if those who have the will to join have the guts to persevere, it will be the first democracy that has existed on this globe on such a scale.

Daniel Larner
English Department

The "peace movement" is not gone, nor is it going anywhere, for it has never really existed. Peace is a way of life that has been consciously chosen and partially followed by a very small but growing minority for a long time. These people do not constitute a movement because they belong to a variety of very diverse organizations, or none, and there are many ways in which they seek to implement their convictions against the use of violence.

During the past decade the United States has been engaged in a most unpopular war. At the same time many people have become unhappy with some of the goals and values of the common American economic and social system. There has been a convergence of interest and action around the issue of stopping the war in Vietnam. Earlier a few pacifists and social activists had achieved much publicity and a few desired legislative and judicial changes toward civil rights for blacks through the use of non-violent public demonstrations. This technique caught the imagination and provided a pattern around which large numbers of young people rallied to the persuasive leadership of a motley collection of activists with very diverse aims.





Thus the so called "peace movement" came into being — an uneasy and rapidly reshuffling coalition of groups and individuals. They wanted to change many things about America, most of all to end the war, and to assuage their frustration with some sort of recognition. Relatively few of them recognized the fact that peace is a way of life — in its outward social aspect the result of widespread allegiance to a very revolutionary and very much minority value system. Instead, they saw it as the result of political changes, or economic changes, that could be effected by mass movements. During the decade just past, they did influence the course of American life in a number of ways, probably most of them for the better. But like most Americans they measured the validity of their techniques in terms of obvious and rapid results. When these did not occur as desired, or did not occur rapidly enough, many became disillusioned with non-violent demonstrations and some began to resort to the time-honored American method — violence. In my opinion this trend on the part of a few reversed much of the progress toward ending the war that had previously been gained.

The great majority of students still want an end to the war, but they have withdrawn from the use of publicity seeking behavior, and have recognized that violence leads only to more violence and repression. Many are confused, and not knowing what to do are wisely doing nothing at the moment. Some are experimenting with "life styles" and various forms of religious experience. A few of them are choosing peace as a way of life and are finding that there is much to do. The victims of violence can be assisted wherever they are, Vietnam, or the ghettos, homes, reservations and schools close at hand. There is much education needed toward harmonious living and respect for those generally not respected. There is the constant struggle to live in a truly peaceful manner. This kind of activity is meaningful only to those who recognize that a harmonious world will come through slow growth, not publicity or violent revolution.

There is not now nor ever was a peace movement. One does not move toward peace. Peace is the way one moves.

*Howard L. Harris
Sociology-Anthropology Department*

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STATE NORMAL OPENING SEPT. 6

Members of the Faculty Now All Here, Three Ar-
riving Yesterday.

SKETCHES AND PORTRAITS OF THE SCHOOL'S NOTABLES

Formal Opening of the Institution Wednesday Morning, September 6, at 10 O'clock—Members of the Faculty, Board of Trustees, Hon. Charles W. Dorr, and Senator D. E. Biggs—The New Combination Heating and Ventilating System Constructed by Munro, Blake & Haskell.

The New Whatcom State Normal school opens tomorrow, Wednesday, September 6, at 10 o'clock a. m. The members of the faculty are now all here, three arriving yesterday, Miss Jane Connell, teacher of English and Latin, Wyoming university; Miss Avadann Millett, education, physical culture, drawing and music, of Seattle; Miss Sadie Rogers, superintendent of the Model school, Montana State Normal at Dillon. The accompanying half-tone pictures of the faculty, trustees and legislative founders will be interesting to all readers of the BLADE:



DR. EDWARD T. MATHES.

Principal, born in Fulton, Michigan, 1866, graduate Heidelberg university, Tiffin, Ohio, 1889, former associate president Wichita university, Kansas, and teacher of history and economics Idaho state normal at Lewiston. Elected principal April 10, 1899.



MISS JANE CONNELL.

Teacher of English literature and Latin, graduated Wooster university, Ohio, and Dr. Shaw's School of Pedagogy, New York City, teacher five years in Bliss Preparatory school, Yonkers, N. Y., acting president the past year in Sheridan college, Wyoming.



MISS SADIE ROGERS.

Superintendent of the model school, graduate advanced course Kansas state normal, teacher five years in Emporia, Kansas, and years in Leavenworth.



PROF. JOHN T. FORREST.

Teacher of mathematics, graduate of Central university, Iowa, and California state normal at Los Angeles, super-



JEREMIAH NETTER.

Chairman of the board of trustees, born near Goshen, Indiana, 1862, graduate Indiana Normal school at Valparaiso, lawyer, came to New Whatcom in 1890. Appointed trustee by Governor Rogers June 13, 1899, for six years.



HON. D. E. BIGGS.

State senator who led the movement in the legislature of 1897 for appropriations to equip and maintain the state normal school at New Whatcom.

PERFECT HEATING PLANT

Munro, Blake & Haskell's Splendid Development of Architect Lee's Combination System.

The New Whatcom State Normal building has just been equipped by Munro, Blake & Haskell of New Whatcom with a splendid combination direct and indirect heating and ventilating system, designed by Architect A. Lee of this city. In brief, this system is a combination of steam and hot air operating independently; the direct heating is by coils on the walls of the various rooms; the indirect heating is by box coils in the chimneys, takes cold air from outside and passes it hot into the rooms, acting with double purpose—forcing ventilation of the air in the rooms and furnishing sufficient heat for any ordinary winter weather in this climate. The base of operations is the 50-horsepower boiler, 54 inches by 12 feet, 64 3-inch tubes.

But the most commendable feature of this exemplary heating and ventilating system is found in the unusual skill and care placed upon its construction by Munro, Blake & Haskell, under the personal direction and superintendence of H. L. Munro, who is an experienced construction fitter. It is the only extensive heating plant ever put in by a local firm in Whatcom county. This firm, however, put in the hot water system in the Fischer block, this city, three years ago with uncommon success, as the big building was heated last winter at a cost of 25 cents a day.

There is no part of the Normal school plant that did not work perfectly when tested in actual use by Architect Lee and the board of trustees. The ventilating registers in the lower part of the walls maintain a draught sufficient to cause a handkerchief to cling to them and the indirect or hot air registers above cause a handkerchief hoisted on a stick to flutter as if in a moderate breeze.

Speaking of the necessity of constant inspection of the work as it progressed, Architect Lee said to a BLADE reporter: "Superintending construction would have been a matter of constant vigilance if some outside company were putting in the plant, because there are tricks in the trade, but Munro, Blake & Haskell did the work so thoroughly to my satisfaction that it was an easy matter to superintend the work—they did their best throughout, and every part of the plant is exceptionally well built."

The advantage of having a local



FRANK CARLETON TECK.

Member of the board of trustees, editor of the BLADE.

...And who could forget J. J.?

*by Susan Lions
and Frankie Tupling*

Remember when Holly Street was composed of wooden planks and room and board could be had for about \$2.75 a week? More than prices have increased since then. In the last 72 years, we have grown from 160 students to 9,500. And to whom do we owe this enlargement? A good way to find out is to research the cornerstones on the W.W.S.C. campus, most of which have been laid in

memory of the pioneers of our college.

Edward T. Mathes was Western's first president. Dr. Mathes apparently had varied interests, for he operated the Memphis Bookstore in Bellingham previous to becoming President, and managed the Aylon Theatre afterwards. On May 1, 1899, he had the school grounds partially cleared, sidewalks laid, 32 of the 38 rooms in what is now Old Main finished, and all of the most essential equipment purchased for the classrooms and laboratories. He hired six faculty members, later increased to



This is a later shot of Dr. Mathe's theater, The Aviron. It showed the first talking picture, "Al Jillson and the Singing Fools," and was located on the site of June's Dress Shop, on Magnolia Street.

nine for the student body of 264. His administration ended in 1914 with the succession of George W. Nash, who came to Bellingham trailing clouds of glory from previous positions in South Dakota. Dr. Nash was replaced in the spring of 1922 at the end of his term.

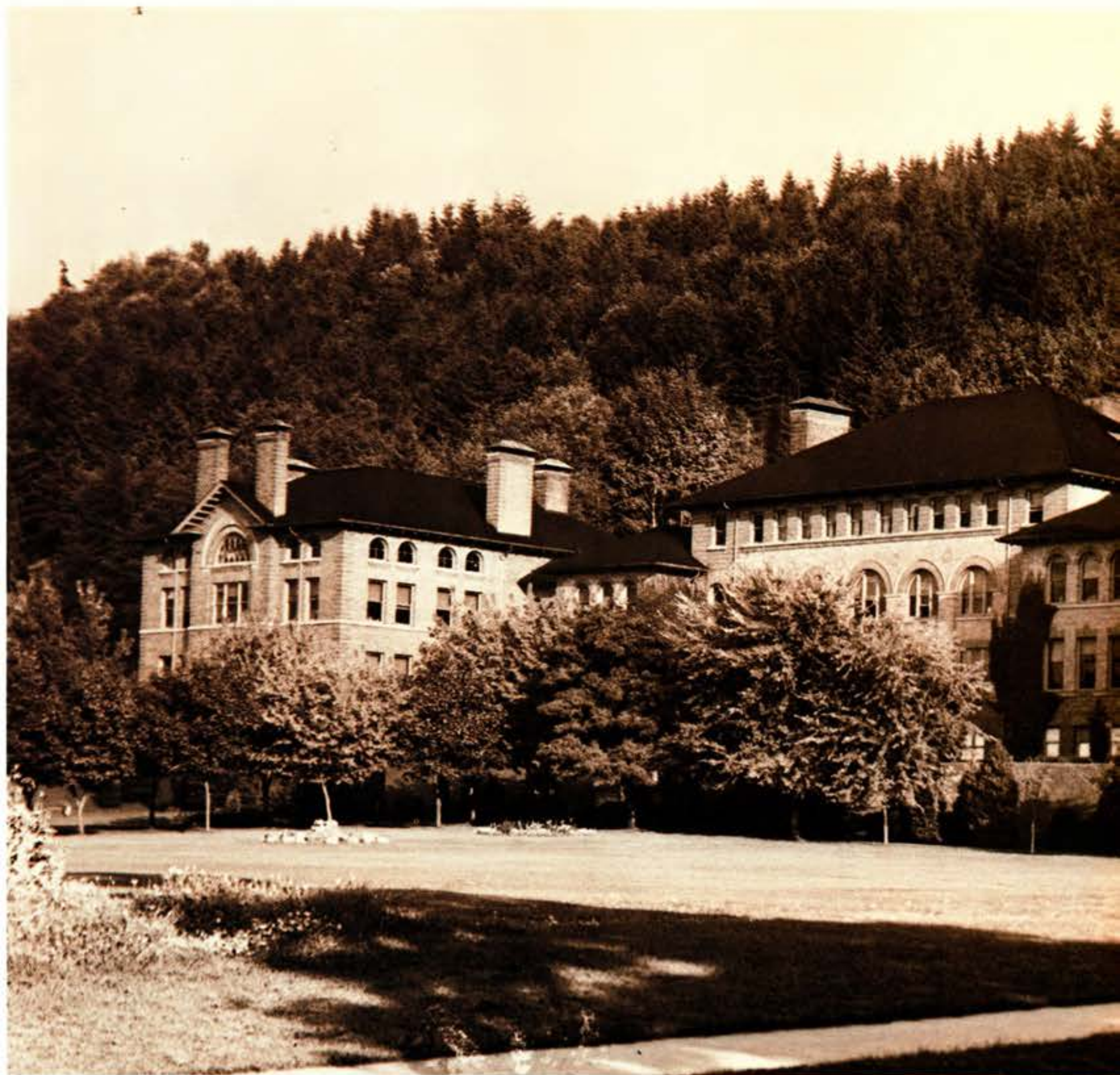
Eden's Dormitory was built in honor of Colonel J. J. Edens, born in 1840 in Kentucky. He received his rank from his service in "The Rebellion," presumably on the Yankee side. In 1891 he was the Skagit County Senator, and was a member of the original Board of Trustees.



Carver Gymnasium is named in memory of Sanford E. Carver, who appeared as basketball coach in the season of 1913-14. Thereafter he played a leading role in the development of the whole athletic program. He is especially known for his development of the track teams during the 1914 and 1917 seasons and for their successful competition with the local high school and Mount Vernon.

The huge library which is now under its fourth renovation began in a small study room of Old Main and consisted of a few reference books, a large stack of magazines and several hundred

Eden's Hall named for Colonel J. J. Edens. The first residents, who appear on the front porch, were initiated by climbing all three flights of steps on their knees.



books, mostly free texts provided by the state. The records consisted of many bills from book manufacturers piled on top of one another. At this point, Miss Mable Zoe Wilson was called in to help augment the collection. She was quite small and slight in build, and it was a familiar sight to see her and her best friend, Miss Olive Edens (J. J.'s daughter), an amazon of six feet, covering the grounds together. Miss Wilson spent many years as Western's first librarian, utilizing the Dewey Decimal System and working very closely with the architect to plan the present library.

Miller Hall is named for Dr. Irving J. Miller, who served as Chairman of the Education Department after 1917. His son, Dr. Neil Miller, received

part of his education at Western and later went on to follow in his father's footsteps as a college professor.

Mr. and Mrs. R. C. Higginson were especially active in the progress of this college. Mr. Higginson served on the first Board of Trustees while his wife, Ella, had a great interest in the cultural development of the college. She was a writer and had several poems published. Mrs. Higginson was particularly fond of relating how she and her husband lived in the same house across from Edens Hall while they lived in four different cities. The name of the city changed from Sehome, to Whatcom, to New Whatcom, and finally to Bellingham.

Dr. Bond is a very ethereal figure about



whom very little is known, except that he was considered to be one of the most brilliant mathematicians in the State of Washington. Considerably more is known about Dr. Haggard. William Wade Haggard was President from 1939 to 1959, and he is especially remembered for his skill at obtaining government funds with which to erect buildings. He was especially associated with the founding of the campus school and the Music Auditorium. He is also remembered for his large collection of books about Abraham Lincoln, who was his favorite topic of conversation, and for his three children, one of whom is still living in Bellingham.

The most controversial figure in the history of the college is honored by our impressive foun-

tain. Dr. Charles H. Fisher was the only president in Western's history to be dismissed from office. He lost his position on June 29, 1939, when he was charged with having liberal leanings and was under heavy criticism for inviting speakers of different political beliefs and religious creeds to address students. A committee headed by Frank L. Seifrit, publisher of the Bellingham Herald, formed a petition which listed ten charges against Fisher. Among them were charges that representatives of subversive organizations had been invited to address the student body, whereas there had been "studied avoidance" of having Christian leaders speak at the college; that the flag was seldom displayed on campus, that a Seattle Communist leader had addressed



Meet Carver's track team. The occasion for the shot was a marathon run up Mt. Chuckanut, which was organized in response to a Bellingham Chamber of Commerce marathon up Mt. Baker in 1914.

a student group, and that the president had a "strife breeding" attitude.

But this is all only a small part of the story. The rest of it has been lost by time and prejudice or is hiding in library stacks and dusty attics. For the information we have received, we wish to acknowledge the generous help of Mr. Galen Biery, Bellingham historian, and Miss Margaret Elizabeth Gray, instructor of English at W.W.S.C. for 40 years.

The striking thing about Fairhaven District is its unity. Walk in the taverns or along the streets and meet the old folks who remember days before industry fouled the air and poisoned the oceans. They sit and drink and rap with kids who knew nothing but dirty cities before they wandered out to turn banks into bookstores, go back to school or sit and stare at the mountains, sea and sky and plan to put in a garden. The old folk and the kids are on the same trip, one generation remembering how it was and the other wishing they knew. The essay isn't finished yet: it will be a long project. Cameras are Nikons, lenses range from 8 to 200 millimeter and film is Tri-X, rated at 800 ASA and developed in D-76

by Loren Bliss.



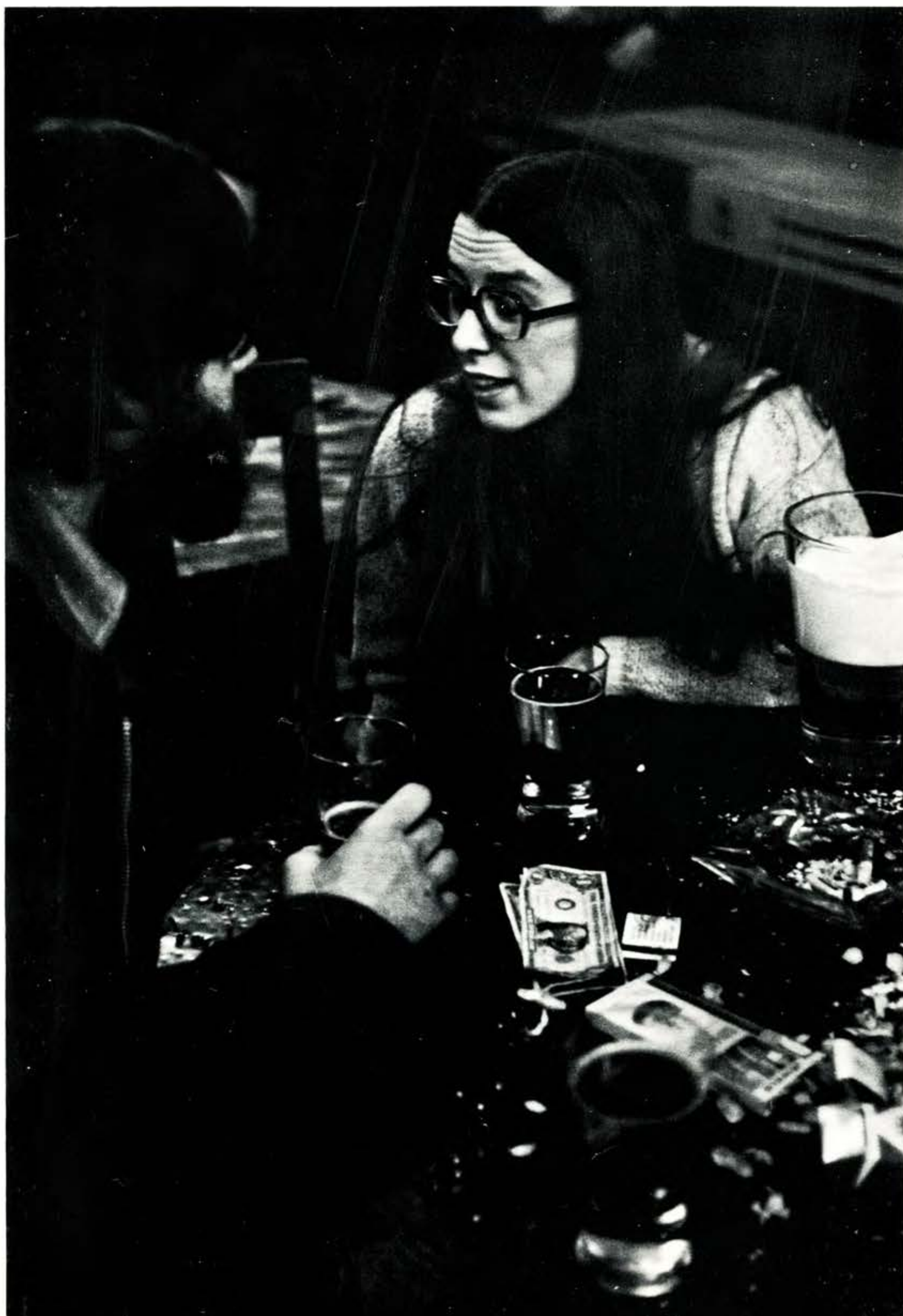
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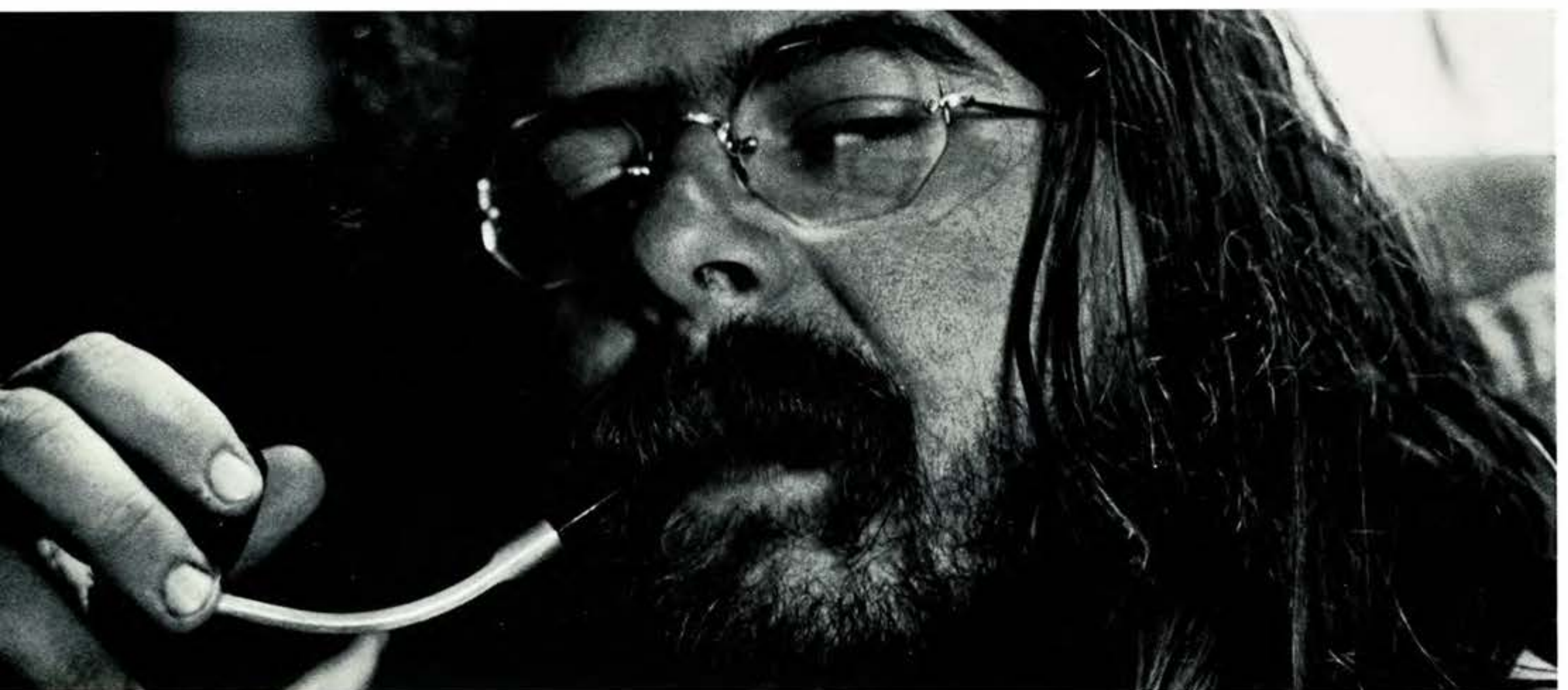














THE FILMMAKERS

There is no longer any clear cut definition of what a motion picture is; even people who are deeply involved in the industry find it very difficult to define it. Is it entertainment, education, sensation, or therapy?

Mr. Sanford Palo, manager of the Grand Theater describes a film as "entertainment." Having been involved in managing theaters for 40 years, Mr. Palo has seen many changes in both films and audiences, and he has noticed a basic change since the introduction of another media — television.

"When television came in, the families started staying home to be entertained. The movie houses suffered and the film companies suffered. People can be entertained, educated and even horrified in their own homes now," Mr. Palo said.

Movies have been making a gradual comeback but only because they have changed their format a bit and broadened the type of entertainment they provide. People are looking to films for a different form such as art and foreign films. Movies with a message are growing in popularity and are almost demanded by many of the youth. The situation comedy has gone to television and there must be more than just plain comedy in today's films.

Mr. Roy Kastner, manager of the Mt. Baker Theater, and also a 40 year veteran of the theater business said, "It all depends on what you're showing. Movies like *Woodstock* or *Five Easy Pieces* are definitely going to attract a different crowd than *The Aristocats* or *The Hawaiians* for example."

The most important people to determine what movies will be shown, and what quality they are are not the artists and technicians but the viewers. The pictures that have been, are now, and will be turned out in the future are actually the audiences' creations. The movie industry sends out a "rough draft" of everything to the public, and the approval or disapproval at the box office tells whether the film is on the right track and whether carbon copies ought to be set in motion.

Neither Mr. Kastner nor Mr. Palo have much control over what films are to be shown in their theaters. There are central booking offices, Sterling Recreational Organization for The Grand and National General Theaters Corporation for the Mt. Baker, that handle the distribution of the films.

"The musical, *Scrooge*, based on Charles Dickens' 'Christmas Carol,' broke all kinds of records at Radio City Music Hall in New York City, but it didn't do much here in Bellingham," Mr. Palo said. "I'm glad I don't have to worry about choosing the films for my theater, it's a real headache."



Mr. Palo pointed out that there was a great deal of difference between urban audiences and country or small town audiences. Smaller town audiences tend to value their money more and want to make sure they're getting their money's worth.

"People feel they are getting more for their money if they see two shows, no matter how poor the second feature is," Mr. Kastner said. This is the basic reason for smaller towns keeping the double feature idea where some larger cities have dropped it.

Dennis Hjeresen of the Programs Commission at Western feels that the students are not always getting the pictures they want at the local theaters.

"Eighty percent of the college population come from cities larger than Bellingham. Chances are they have either seen most of the films being run in Bellingham as the urban areas get them first, or they are more interested in art films, foreign films or even the "oldies - but - goodies" that have long since been big draws at the box office," he said.

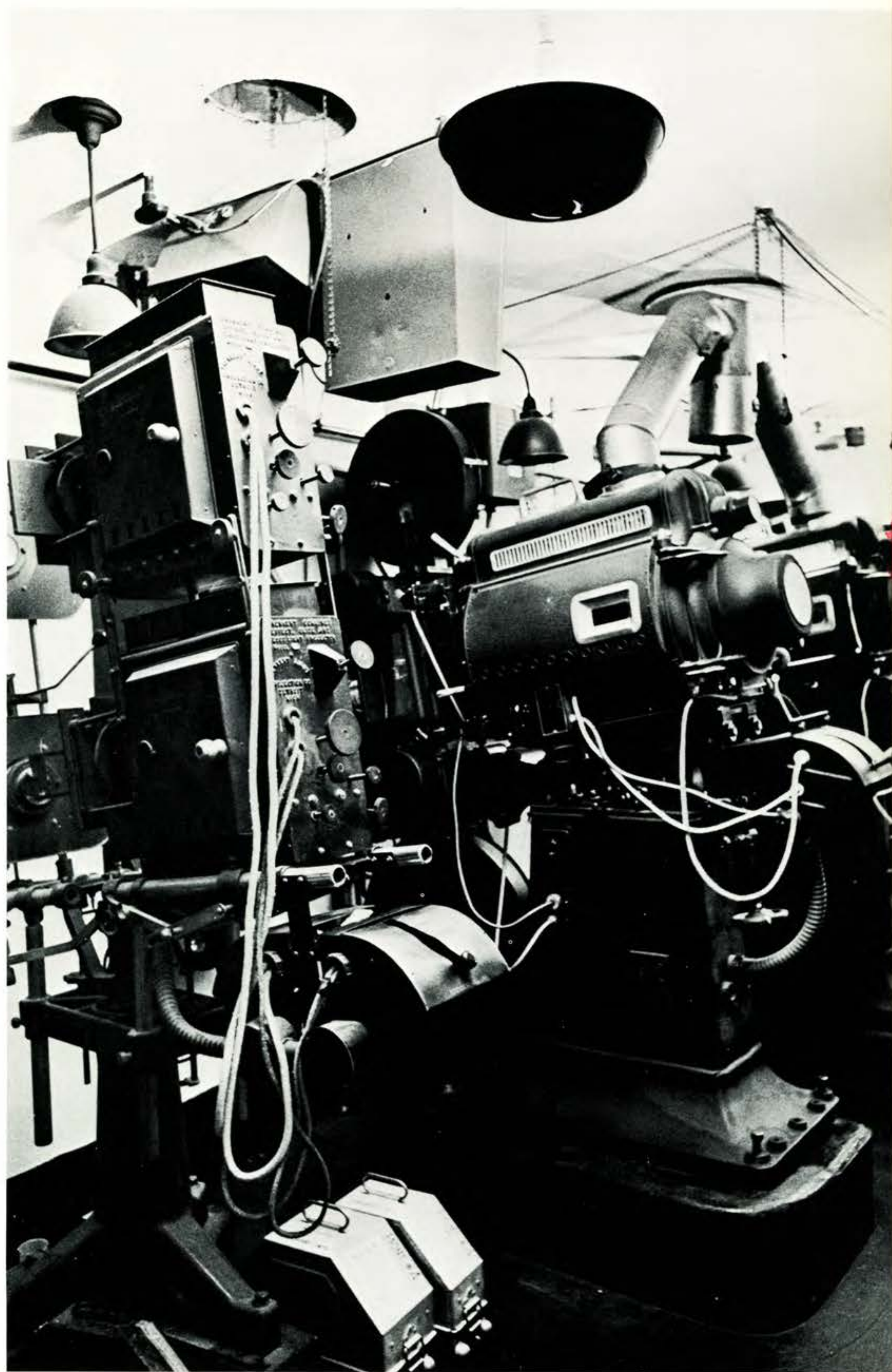
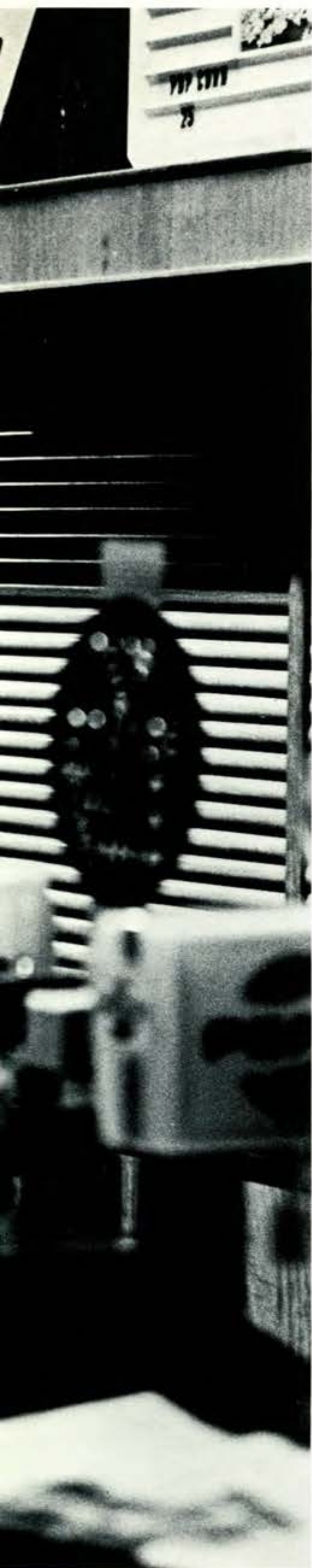
This is the reason for the movies being shown at the College. Twenty-five cents is a small price to pay for some of the great films being shown on campus.

But both Mr. Kastner and Mr. Palo feel that these college movies are hurting their business to a point. There is no way to tell exactly how much business is being lost but the main argument is that Western, being a state institution, should not be taking away business from the taxpayers who support the college and other such institutions. Since the movies at Western are considered non-theatrical showings, the Programs Commission doesn't pay the taxes and fees that the local movie houses must pay.

Mr. Hjeresen feels his movies are serving a lot of students better than the town theaters and the steady increase in attendance at the campus movies seems to prove his feeling.

When asked how one can estimate how many people a certain show will draw, Mr. Palo answered, "You can estimate and figure and study and be proved wrong every time."





There are many factors involved in estimating attendance. Weather is definitely an unforeseeable problem. There is also a seasonal problem — before Christmas is usually bad for theater attendance because there are so many other things to do and to spend money on.

But the *filmmakers* will come back to what they like. The pornographic films will always draw certain people but the general opinion is that the strictly 'dirty movie' is on the decline. Family entertainment has lost a little ground just as the family unit itself has lost ground. But things are starting to improve in that area as different approaches are tried.

The audiences are the bosses, and their complaints, compliments, and reluctances are all poured into computers throughout the world to get results that should give us the ingredients for the perfect film — defined as a film that provides the greatest enjoyment for the greatest number. But no matter what the great machines decide, there will always be perhaps one little filmmaker's voice heard in the audience; "Change the channel, Daddy!"

by Arlene Jones



The Many Shades of Sound

The small, tow-headed boy paused for a moment in concentration, then he ventured more of a guess than an answer, "A shoo shoo train?"

"That's right, Eric." There was not a hint of reprimand in Will Kalb's voice. He just continued to flip through the stack of cards in front of him, then pulled out another. "Okay, now what's this?"

"Teef," five-year-old Eric said. But this time he spoke with more confidence and without hesitation.

Will didn't correct the small boy by saying, "No, it's not 'teef,' it's teeth." He just said, "That's fine," and went on to the next card.

And for speech therapy major, Will Kalb, it was fine. This was the first time Will and Eric met and it was a getting-to-know-you session for both of them. For Will it was his first actual therapy session. Before this time he watched with the other students behind a one-way mirror in one of the four "tanks" in the basement of College Hall.





The tanks are practically soundproof and can hold up to 20 students. At this session there were about 14 students watching Will work and taking careful notes on everything that was said in the tank.

After the session Will said he found Eric still had four speech errors, but this was a marked improvement from the first time Eric came for therapy. Last quarter he had 13 different speech errors.

Will compared Eric's speech problem to a person who is partially color blind: "There are different shades of sound," he said, "just as there are different shades of color."

So in a way, Eric is sound blind.

These sessions and the schedules they follow are watched and planned by speech staff member, Dr. E. A. Schinske. He rocks back and forth on the balls of his feet in front of the one-way mirror, much like a coach during The Big Game, and talks under his breath, partly for the other students, partly for Will.

"Ask positive questions," he says in a harsh whisper. "Don't ask questions that require a negative answer. Draw the boy out."

Dr. Schinske is a good natured man and sometimes can be found walking through the halls of College Hall asking himself questions and supplying answers in the same breath.

Dr. Loren Webb is in charge of the whole operation which has six faculty members and over 180 students enrolled. The clinic's services are available to anyone in Whatcom County, and about 50 people come to the speech and hearing clinic every week. Most of them hear about the clinic from friends, their kids' teachers or are referred there by the Public Health Service or the school nurse.

On the main floor of College Hall is housed the hearing testing center. There Dr. Webb conducts tests and recommends whether someone needs a hearing aid.

All the children coming to the clinic must take a hearing test. A hearing disorder can also mean a speech problem. A child who can not hear certain sounds, such as "bu" will continue to pronounce the sound as he hears it.

After the hearing test the child can be fitted for a hearing aid if necessary. Further tests are made to find out if the child has problems in articulation, stuttering, or lisping. Some speech disorders, like cleft palate, are obvious and, after being corrected by surgery, the child can be helped at the clinic.

Next the parents are interviewed to find out where the problems might be and when the child is finally accepted to the clinic he is assigned to a student therapist.

There is a ten dollar charge per quarter for the therapy sessions. Dr. Schinske said this charge was to make sure people keep their appointments,

rather than for making a profit for the clinic. "People make sure they are here at the right time when they pay money," he said. "When we didn't charge anything some people would say 'Well, I'll make it next week' and it would throw off our schedule."

Although the clinic makes out a schedule for the student to follow, many students admit they don't follow it to the letter. Quite often they prefer to deal with each case individually and take off on their own as the situation demands.

One student said she thinks the school's planned outline might get too boring for the kids and is against drawing things out as the schedule demands.

Sharon Smothers, a junior, felt the time for the therapy classes is all wrong. "We should have morning classes," she said. "By the end of the day the kids are too tired for more school."

In her first session for the quarter Sharon had two six-year-old boys as her charges. The boys tried to sit still for the session, but after a full day in school they wanted to move around. Sharon said she plans to include more action in her next session to get the boys more involved. .

Like Will, Sharon used this session to get to know the boys. She asked them about school and what they remembered from last quarter. It soon became apparent they remembered very little and Sharon would have a long, hard time just getting the boys up to the point they were at last quarter.

Sharon played a game where she substituted words for different sounds. She used terms like "lip poppers" and "tip tappers." Each term makes the boys say the right sounds and she could find where their problems are this way.

Sharon listed some of the areas a child will have problems in speech. These areas can be divided into four parts: substitution, admission, omission and distortion.

"First I work on tongue placement in words and sentences and finally conversation," Sharon said. "After that we see how it works in carry-over or applying it to outside use."

Applying the therapy to outside use generally means help from the parents and here some students disagree about the wisdom of having parents help out.

"Part of the kids' problems are the parents,"







one student argued. "The parents didn't teach the kid to pronounce the words right in the first place. And there is always the chance the parents will hound a kid to death over a speech error and turn him off to the whole program."

The students for parent help say that the parents are with the child most of the time and are able to go over the program with the child a few minutes every day. But they also warn that nagging

the child can ruin everything.

Still, the program seems to be working for both students and children. But as Dr. Schinske says: "We don't expect miracles here. If we can add a few words to a retarded child's vocabulary, then we have succeeded."

by Steve Johnston

Meet our Dean of Students. His job is to help mold young men and women into mature citizens who can shoulder the responsibilities and leadership of modern society. That line is from his annual freshman orientation speech on Your Years Ahead: Upward and Onward.

Here's how he makes the mold fit:

- By providing advice to the student publication in order to save the editors from themselves.*
- By dropping in at political rallies and demonstrations to give everyone the benefit of his opinions.*
- By sitting on student council meetings to guard the student body from any rash decisions it might make.*

The Dean of Students welcomes all the new students to the college family. Guess who Dad is.

What the Hell

This was the attitude of one midwestern college towards their dean about 10 years ago. Does it apply to ours? What does the Dean of Students do anyway? For that matter, what does any dean do? The Sex Information Center now takes over the Dean of Women's job of advising pregnant girls, and the only thing we've seen of the Provost is a document on "involuntary incarcerations of dogs." Actually, if one has plenty of time and patience to wade through the rivers of academic double-talk, it does become apparent that our administration does *something*.

Contrary to the stereotype, Dean of Students C. W. McDonald (better known as Dean Mac) describes his major obligation as "representing student interests to the administration and faculty." Under his responsibility are the Dean of Men, Dean of Women, Financial Aids, Student Placement, Viking Union, Counselling Center, Residence Hall Programs and Housing. And the Assistant Dean of Students, attached to his office, is in charge of academic advisement to minority groups, commencement and orientation.

What this all means is that the Dean of Students must coordinate the budget for all student services and review recommendations for hiring personnel within the student services. He receives recommendations for budgets and professional help from each service, reviews them and decides which are reasonable, and sends them on to the Board of Trustees which has the final say.

DEAN OF MEN AND WOMEN:

The offices of the Dean of Men and Women are primarily counselling centers, contrary to their traditional roles as disciplinary offices. There is no real difference between the two except the titles on the doors and they are soon to be changed to Associate Dean.

Does the Dean Do?

The Dean of Men, Mr. Ray Romine, and Dean of Women, Miss Mary Robinson, counsel an average of 16 students per day. The most common problems are withdrawals from college, late withdrawals from class, pass/fail changes, absences and leave of absences, permission to drive cars to campus, and permission to remain in residence halls with less than 12 hours.

All counselling is strictly confidential, not to involve either police or parental authority, whether the problems are academic or personal (drug problems, for instance). When disciplinary action is involved, the Dean of Men and Women act as attorneys to make sure the student gets fair representation.

There are a few exceptions, of course. If a student is a potential danger to other members of the student body, the deans will act to remove that potential danger, on the assumption that it is expedient to keep the number of psychopathic murderers on campus to a minimum.

DEAN OF WESTERN:

The present Dean of Western, Mr. F. W. Knapman is filling the position only temporarily. He will serve as Dean until September, 1971. Mr. Knapman can be considered as the head official of all academic functions of W.W.S.C.

He receives progress reports from the 23 educational departments and meets with department chairmen twice monthly to discuss and resolve problems. He is also responsible for allocation of funds and hiring of faculty, promotion, establishment of tenure, and for appointing all department chairmen, on recommendation of the faculty.

He also acts as chairman of the Academic Council of Western, which reviews the curriculum, and acts on all proposed new courses and programs for W.W.S.C.

THE PROVOST:

The Provost, Mr. F. Sargent, is second in line to the presidency, whoever wants it. As President Flora's major function as public relations man for the college keeps him off campus much of the time, the Provost is responsible for all the internal functions of the college. In this capacity, he is responsible for the Library, Computer Center, Campus Planning, Security, Physical Plants, and Health Service.

by Robert Crandall

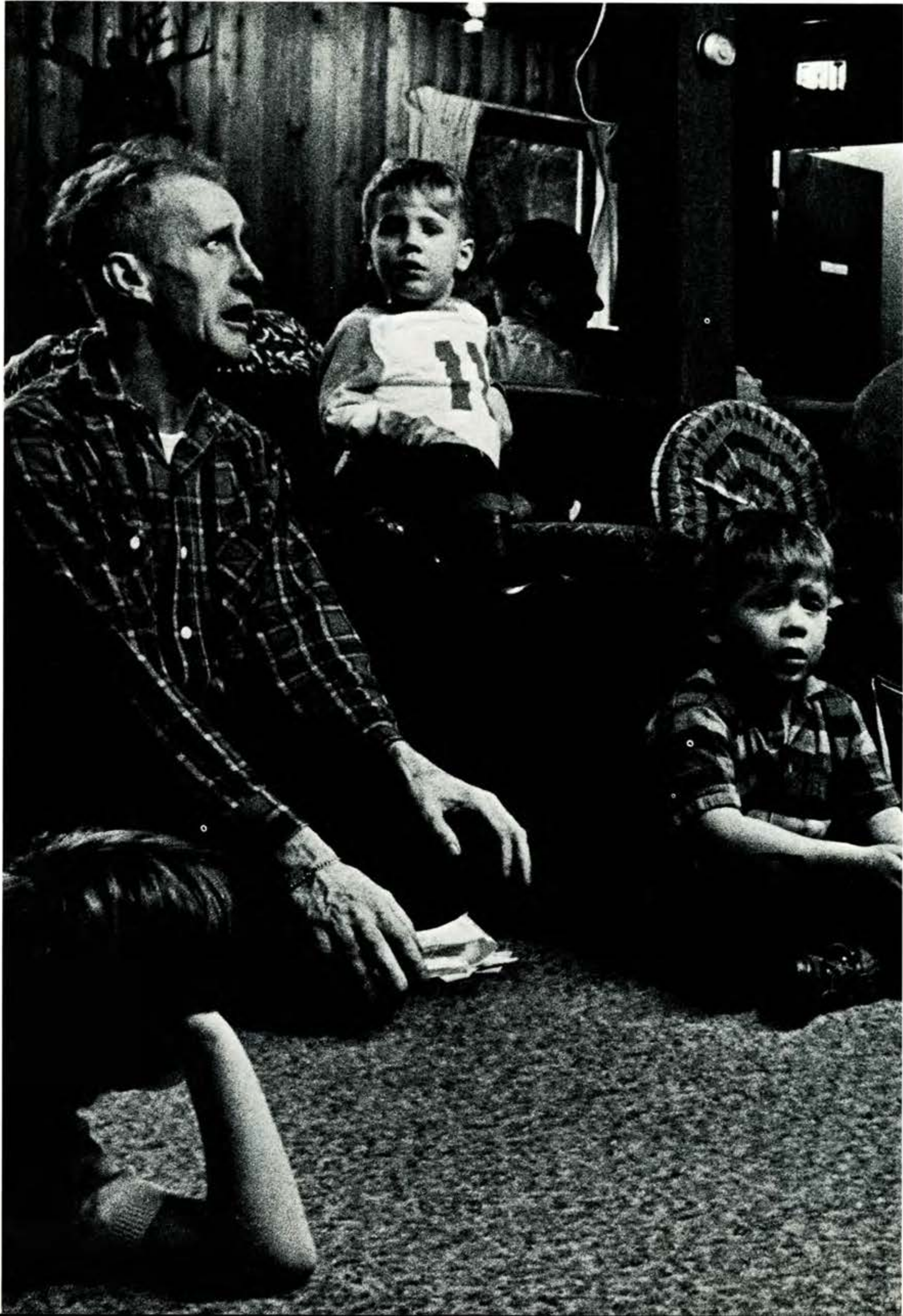






JESUS SAVES...

...with a little help



from his friends.

Ever wonder about those strange people who pass tamborines around taverns and operate discount stores to clothe the needy and the freaky?

The S.A. does not only this, but also supplies the poor with meals, lodging, clothing, and furniture. They visit hospitals and rest homes, locate missing persons, dole out Christmas baskets and toys, and counsel unwed mothers.

In 1969, our Bellingham chapter delivered 385 Christmas baskets of food and 1,615 toys to

the needy. That same year, they counselled 17 unwed mothers and referred 12 to their home in Spokane. They operate a summer camp, a missing persons bureau, and a correctional service for personal problems (alcoholism, for instance).

So take another look at Sally Ann — past the funky uniforms, dusty stores, and bell-ringing matrons. This army makes love, not war.

by Lane Hoback





UNDERGROUND EDUCATION: THE FREE U.

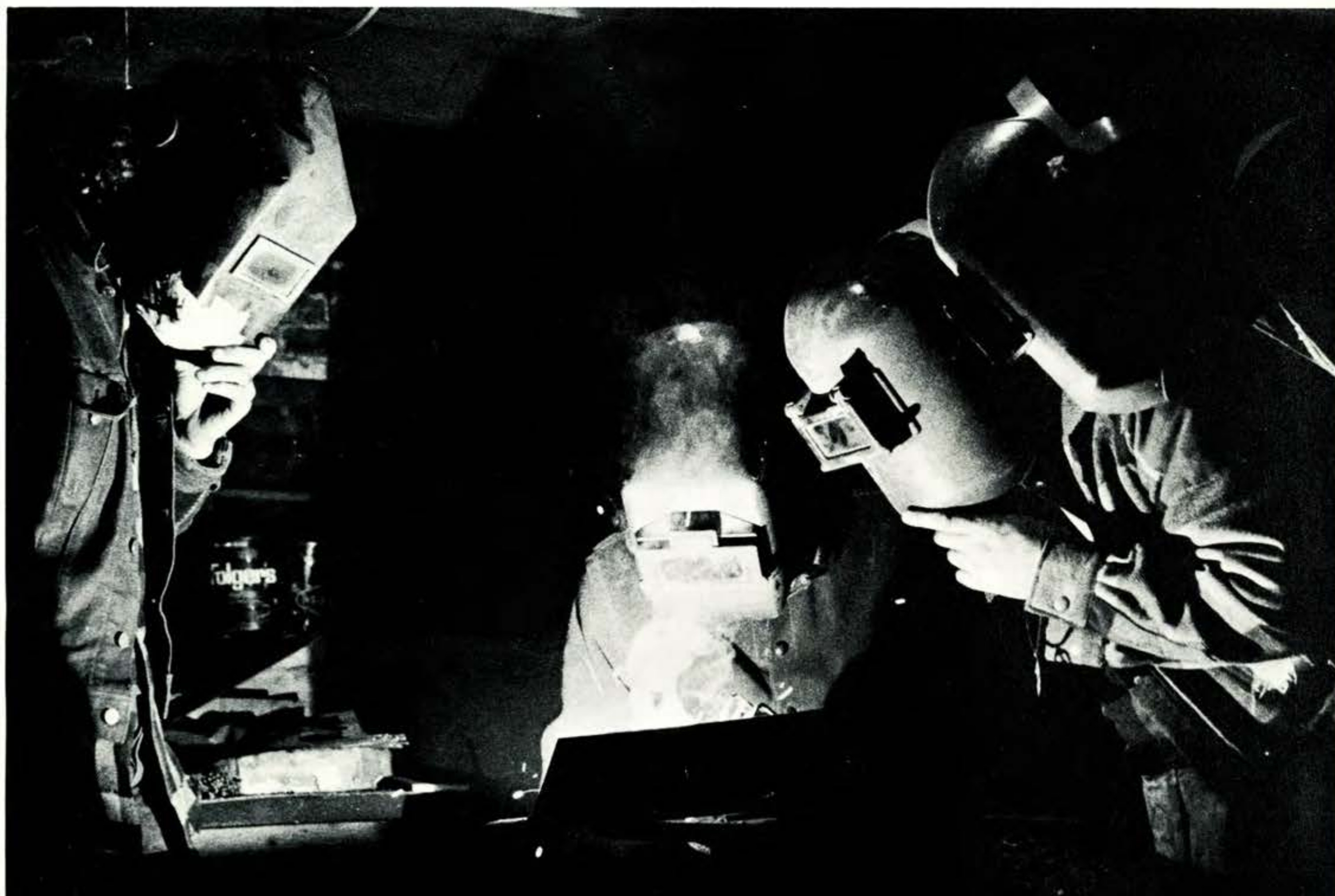
by Ron Graham

Pressing financial problems prompted President Flora to call a meeting of students last quarter. After 20 minutes of chalking and talking, Flora asked for money-saving suggestions. Faces in the audience turned blank. One student raised his hand and stood to speak. Without cracking a smile, he offered the complete use of all Northwest Free University facilities and staff. Titters and chuckles greeted his remark, but Flora made a point of thanking him.

So what sort of institution can presume to replace The Great Western Washington State College? The Free U. is a collection of ideas and people who want something from ideas; a better understanding of themselves, others, society or some special skill. It promotes learning in an informal, open atmosphere. It offers no diploma. It gives no grades. It has no hierarchy.

Bernard Weiner, an originator of the Free U. and a former Western political science teacher, explains the Free U. by saying: "The essential thing about the Free U. is that it doesn't exist."

Arc welding, for tradesmen and artists.





"It floats; it's everywhere. It symbolizes the thought that life is an educational process, not just schooling which is a regimented prison."

The Free U. offered some 40 courses during its first quarter in the fall of 1968. Since then nearly 2,000 people have attended classes and over 175 new courses have been offered. Classes have met in apartments, churches and workshops. They meet every week or once a quarter depending on interest and design. People taking the courses often share transportation.

The classes vary from quarter to quarter, but always offer a great variety of subjects and experiences. This Winter, they ranged from the intellectually-oriented, such as Transactional Analysis or Schopenhauer Philosophy, to crafts, such as Pottery or Creative Furniture Design, and on to religion courses: Buddhism, Religious Existentialism or The Revolutionary Jesus.

WHY A FREE UNIVERSITY?

Johnny enters grade school when he is six years old, just like all the other kids. For the first time, he experiences formal education. From now on, he meets with a system of rules and requirements equated with education. He must sit at his desk quietly. Even at rest period he has to be still until the teacher sets him free. If he's caught reading ahead, he's usually penalized. He can't even laugh or cry without Teacher's permission.

Later he finds his confinement isn't limited to grade school. Junior high, high school and, sadly enough, even college are all the same. Instead of learning about life, people and himself, he confronts the assembly line of course requirements, majors, minors, and grades.

Johnny's experience is as universal as the educational system itself, and it has led to some

Learning how to make one another feel good.



rather understandable dissatisfaction. There must be a better way.

The Free University is one experiment to find the better way, and it explains its new approach in the Winter Quarter brochure:

"Education involves the whole environment and the whole man. The Northwest Free University is one of the many vehicles for growth that aims at giving people the chance to get together in informal kinds of ways, and to learn and share, without outside pressure to "concentrate," to think "fast and straight" and to think in formulas. It is an attempt to break through the imperious protective layers of cleverness and narrowed awareness that we have constructed around us, to the joyful rediscovery of the world and ourselves.

There are no prerequisites and no grades and the emphasis is on generalization rather than specialization. The Free U. is not a set of buildings; it is a community of people, from all stages of life, who wish to enjoy learning."

The Free U. believes learning is supposed to be enjoyed. Once our Johnny's interest is at stake, rather than his motivation towards the diploma, education has some fun involved. The boundaries of education become his own concern, unlimited by a classroom or a particular assignment.

For instance, when ten people get together and want to learn about writing, it involves an entirely different context than that of formal education. As Judy West, class leader, explains in her course outline, "We'll explore some ways I've learned about making writing fun and interesting to all age groups, includes brainstorming, creative dramatics, various kinds of sensory awareness, reading all kinds of good stuff and just talking."

"Hopefully, we'll wind up making up and sharing new writing-induced activities. Should be especially helpful for prospective teachers. (Won't even mention grammar, spelling, etc.)"

The increasing alienation and lack of identity one finds in formal education is another problem that the Free University sets out to solve. Questions are encouraged and discussion is essen-





Mike Micari and Jenny Henderson look on while Judi Henderson fills out an application form for a prospective Northwest Free University student.

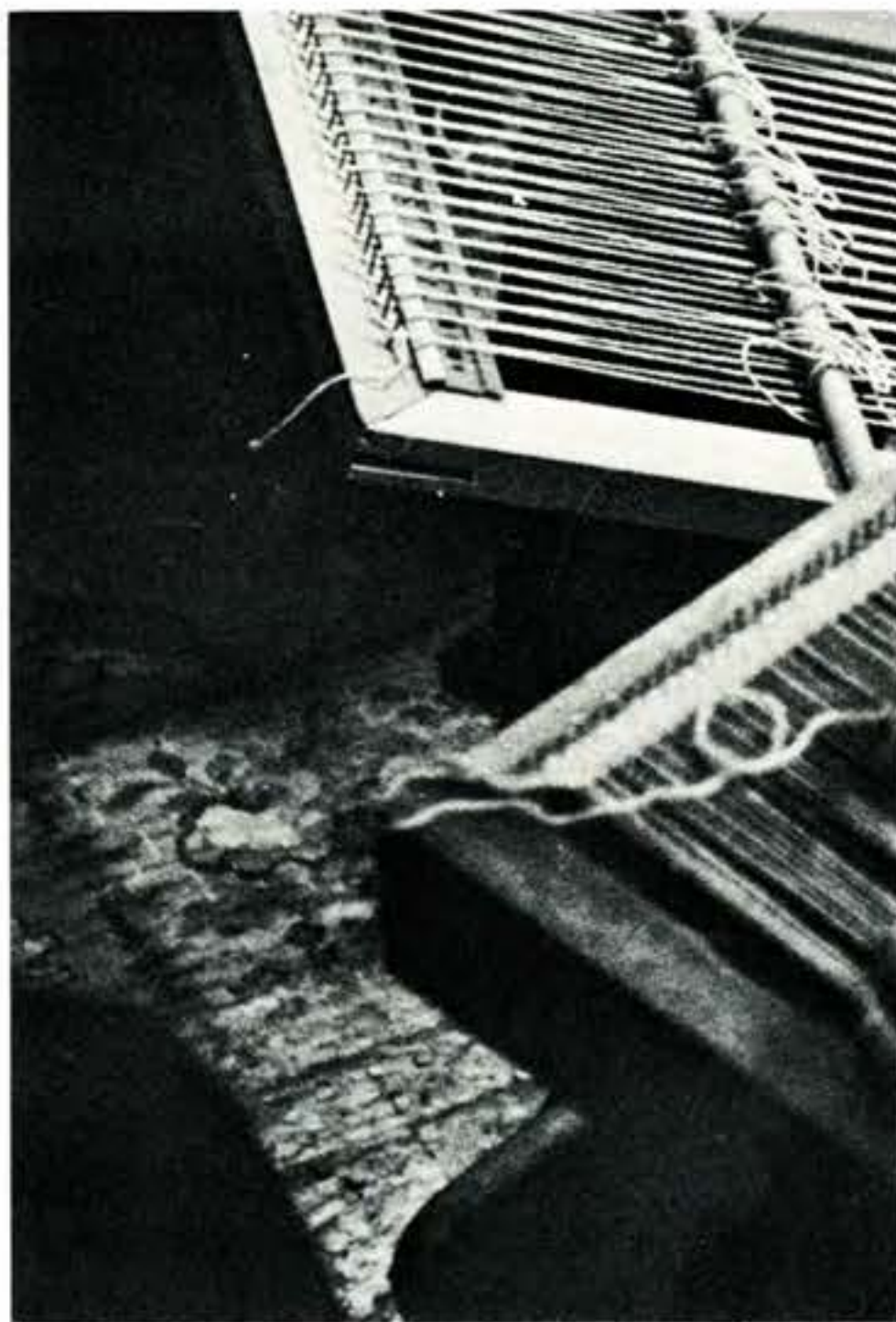
tial. Sharing together and learning as a community breaks down the gap between academia and reality. According to Bernard Weiner:

"My idea was not to have the Free U. on campus, but have it serve as a neutral ground where anybody could get involved; housewives, businessmen, teachers, high school and college students."

WHERE IS IT GOING?

The Free U. has sparked a great deal of interest in the last two and a half years. Some 300 people are taking courses Winterquarter (around 35 out of the Bellingham community) and most classes are going exceptionally well. The three coordinators, Mike Micari, Jenny and Judi Henderson, believe enthusiasm is very high this quarter.

"I think it's really getting big," Judi Henderson said. "We've had letters from people all over



the country who say they are sick of their back teeth being processed through existing education programs. I've heard a lot of people saying that they are thinking of dropping Western classes when fees go up and they're looking around for an alternative."

The main concern of the Free U. coordinators is to extend the program further into the community involvement, but the Free U. still has a radical, long-hair reputation that the community wants to avoid.

As long as the Free University doesn't fall into the trap of developing its own hierarchy or acquiring its own buildings there is no reason to expect anything but the usual variation in classes as interests, concerns and seasons change. If formal education addresses itself to the concerns and interests of contemporary living and learning it could pre-empt the Free U's function, but until this day comes, the Northwest Free University and its underground education will continue to be a necessity.

Do you like it? We really would like to know. Just scribble down your threats, enervations, complaints, suggestions, commendations and solid-gold congratulations, put them in an envelope, write KLIPSUN on the outside, and drop it in a campus mail slot. It'll find us.

And have you any fascinating photographs, overwhelming articles, or convulsive cartoons? We want them too. Perhaps you and your camera followed a dirty old bum through Old Town one day, or you did a groovey research project on what history professors hide in their file cabinets, or maybe you did a psychology experiment on the effects of prolonged studying on rats and other living things. Almost anything could be printed, provided it is non-fiction and in reasonably good taste. We know there are a lot of good ideas floating around the campus. Please help us flood them above ground.

The KLIPSUN Staff

